The First Day

Adam Berman
Today’s goals and agenda

- Best practices to engage students and start your course on the right track
- Advice for the rest of the term
First Day Examples

- Strategy (Frank)
- Entrepreneurship Course (Adam)
First Day

- Why is the first day so important?
First Day

What do you think an instructor needs to do on the first day of class?
Practice: The First Day

- In your teams, discuss how you plan to teach your first class
Questions
Back-up Slides
Before First Day

- Send a welcome email prior to the first session
- Begin learning student names by reviewing photos
First Day: General strategies

- “Sell” the course – discuss the BIG, meaningful questions that can be answered by this course
- Outline the partnership, including expectations, philosophy, and success criteria
- It will be awkward...you (and they) may be apprehensive – appear confident and enthusiastic
First Day: General strategies

- Introduce yourself and course (number)
- Discuss the promises of the course
- Cover meaningful content (e.g. work through a problem or mini case)
First Day: Set expectations

- Review the structure of the course, objectives, grading scheme, workload
- Explain procedures for enrollment, sections and policies on attendance
- Look the part – distinguish yourself from your students
First Day: Set expectations

- Give students advice for how to succeed in your class
- Discuss mutual expectations around conduct and communication:
  - Respect, preparation, communication protocol, computers (or not), promptness
First Day: Create a positive environment

- Consider using an ice-breaker
- Ask small groups to discuss a topic and then share with the class
- Ask students to write their reaction to the first day – report to students next session and correct misconceptions
- Give an (ungraded) assignment for 2nd session
THE REST OF THE TERM
Ongoing: Each session

- Organize the topics and corresponding learning activities
- Use the SUCCES principles to explain the content
- Review the timing for each part of the class – include time for questions at the end
- Know how you will finish – take-aways, what homework to assign, a preview of next time
Ongoing: feedback

Get early and ongoing feedback
- Solicit
- Share
- Incorporate

Give regular feedback to students
Last Class

- Review key take-aways: How did you answer the BIG questions?
- Give references for future learning of subject matter
- Motivate students to leave the course with excitement and passion for the material
- Parting advice